

**RELATIONSHIP BETWEEN INTRINSIC MOTIVATION AND ATTITUDE
TOWARDS SELF- EFFICACY IN ESSAY WRITING OF ENGLISH
LANGUAGE AMONG PRIMARY SCHOOL PUPILS**

RAVATHI A/P TERPARI

A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education (Educational Psychology)

School of Education
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

AUGUST 2021

DEDICATION

This project report is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

ACKNOWLEDGEMENT

I would want to convey my heartfelt appreciation to numerous people who helped and encouraged me as I worked on my project paper. They have helped my learning and thought processes. I would to convey my heartfelt gratitude to my project report supervisor, Dr. Mohd Rustam Mohd Rameli, for support, encouragement, feedback, patience, valuable suggestions, yet ideas that have helped me significantly over my research and writing of my thesis. His extensive knowledge, vast experience, and professional skills in psychology have helped me a lot. He has patiently coached me and provided so much help in writing and modifying my report despite my lack of research experience. There were difficulties along the route, but I couldn't have finished my paper without his assistance.

My appreciation also goes to my colleagues and teachers from Kluang districts, who have been extremely helpful, particularly in distributing the Google form questionnaire. They have all been quite helpful in obtaining the data that is critical to the study's result.

In addition, I would to thank my parents, Mr. & Mrs. Thirupathy Vasantha, for always leading me in the right direction and supporting me in becoming the person I am today. Last but not least, I am grateful to my wonderful spouse, Mr. Sivakumar and two wonderful children. They are the source of my enjoyment and created the backbone. Their compassion and support, without complaint or remorse, enabled me to finish my report.

ABSTRACT

This study discusses on the intrinsic motivation and attitude towards self-efficacy in essay writing of English language among primary school pupils. English is one of the most important language and one of the most important subjects some countries. However, this English has become one of the difficult subjects for pupils especially in writing. Motivation and intrinsic attitude of pupils are two important factors that increase the potential of students in essay writing. Consequently, the purpose of this study is to determine the level of intrinsic motivation and attitude level towards self-efficacy in essay writing in English language. A quantitative approach was used to conduct this study whereby a total of 169 respondents of Year 5 pupils from primary schools were chosen to be the respondents of the study. Three types of instruments which is Intrinsic Motivation Inventory (IMI), Writing Attitude Survey (WAS) and General Self-Efficacy (GSE) were adapted and utilised in this context of the study. The data obtained were analysed using descriptive and inferential analysis. The results of the findings indicated that the primary school pupils in Kluang districts have moderate level of intrinsic motivation and attitude towards self-efficacy in essay writing. In addition, there is a significant predictor of intrinsic motivation and attitude toward self-efficacy in English essay writing. The findings of this study have implication towards teaching and learning of teachers and primary school pupils.

ABSTRAK

Kajian ini membincangkan tentang motivasi intrinsik dan sikap murid dalam mempengaruhi efikasi sendiri dalam penulisan Bahasa Inggeris dalam kalangan murid sekolah rendah. Bahasa Inggeris adalah salah satu bahasa yang paling penting dan merupakan salah satu subjek terpenting di negara tertentu. Namun, Bahasa Inggeris telah menjadi salah satu mata pelajaran yang sukar untuk murid terutamanya dalam penulisan. Motivasi intrinsik dan sikap murid adalah dua faktor penting yang meningkatkan potensi dalam penulisan. Ekoran itu, tujuan kajian ini adalah untuk mengetahui tahap motivasi intrinsik dan sikap murid terhadap efikasi sendiri dalam penulisan dalam Bahasa Inggeris. Pendekatan kuantitatif digunakan untuk menjalankan kajian ini dengan sejumlah 169 responden murid Tahun 5 dari sekolah rendah dipilih untuk menjadi responden kajian. Tiga jenis instrumen iaitu Intrinsic Motivation Inventory (IMI), Writing Attitude Survey (WAS) dan General Self-Efficacy (GSE) telah diadaptasi dan digunakan dalam konteks kajian ini. Data yang diperoleh dianalisis menggunakan analisis deskriptif dan inferensi. Hasil dapatan menunjukkan bahawa murid sekolah rendah di daerah Kluang, mempunyai tahap motivasi intrinsik dan sikap yang sederhana terhadap efikasi sendiri dalam penulisan karangan Bahasa Inggeris. Tambahan lagi, terdapat pengaruh yang signifikan antara motivasi intrinsik dan sikap terhadap efikasi sendiri murid dalam penulisan esei Bahasa Inggeris. Dapatan kajian ini adalah sangat relevan dan mempunyai implikasi terhadap pengajaran dan pembelajaran Bahasa Inggeris guru dan murid sekolah rendah

TABLE OF CONTENT

	TITLE	PAGE
	DECLARATION	i
	DEDICATION	ii
	ACKNOWLEDGEMENT	iii
	ABSTRACT	iv
	ABSTRAK	v
	TABLE OF CONTENTS	vi
	LIST OF TABLES	x
	LIST OF FIGURES	xi
	LIST OF ABBREVIATIONS	xii
	LIST OF SYMBOLS	xiii
	 CHAPTER 1 INTRODUCTION	
1.1	Introduction	1
1.2	Background of the Study	5
1.3	Problem Statement	12
1.4	Research Objectives	14
1.5	Research Questions	14
1.6	Research Hypotheses	15
1.7	Theoretical Framework	16
	1.7.1 Albert Bandura Social Cognitive Theory	17
	1.7.2 Gardner`s Motivation Theory	18
	1.7.3 Ajzen`s Attitude Theory	19
1.8	Conceptual Framework	20
	1.8.1 Self-efficacy towards Essay Writing	20
	1.8.2 Intrinsic Motivation towards Essay Writing	21
	1.8.3 Attitude towards Essay Writing	22
1.9	Significance of the Study	23

1.9.1	Primary School Pupils	21
1.9.2	Teachers	23
1.9.3	Body of Knowledge	24
1.10	Limitation of the Study	24
1.11	Definition of Terms	25
1.11.1	Definition of Self-efficacy	25
1.11.2	Definition of Intrinsic Motivation	26
1.11.3	Definition of Attitude	26
1.12	Summary	27

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	29
2.2	Variables Under Studies	29
2.2.1	Self-Efficacy in Essay Writing	30
2.2.2	Factors Affecting Self-Efficacy in Essay Writing in English Language	31
2.2.3	Attitude in Essay Writing	33
2.2.4	Effect of Attitude in Essay Writing	34
2.2.5	Intrinsic Motivation in Essay Writing	36
2.2.6	Effects of Intrinsic Motivation in Essay Writing	37
2.3	Theories under Studies	38
2.3.1	Social Cognitive Theory	38
2.3.2	Motivation Theory	40
2.3.3	Attitude Theory	43
2.4	Past Studies	44
2.4.1	Past Studies on Self-Efficacy in Essay Writing	44
2.4.2	Past Studies on Intrinsic Motivation in Essay Writing	48
2.4.3	Past Studies on Attitude in Essay Writing	51
2.5	Closure	56

CHAPTER 3 RESEARCH METHDOLOGY

3.1	Introduction	57
3.2	Research Design	57

3.3	Research Population and Sample	58
3.3.1	Research Population	59
3.3.2	Research Sample	60
3.3.3	Sampling Technique	61
3.4	Research Instrument	62
3.4.1	Instrument Measuring Pupils' Self-Efficacy	63
3.4.2	Instrument Measuring Writing Attitude	64
3.4.3	Instrument Measuring Intrinsic Motivation	66
3.5	Research Procedure	67
3.6	Pilot Study	68
3.7	Data Analysis	71
3.7.1	Descriptive Analysis	72
3.7.2	Inferential Analysis	73
3.8	Summary	76

CHAPTER 4 DATA ANALYSIS

4.1	Introduction	77
4.2	Demographic Background of the Respondents	77
4.2.1	Respondents Gender	77
4.2.2	Races of Respondents	78
4.2.3	Respondent`s School	79
4.3	Level of Intrinsic Motivation in Essay Writing Among Primary School Pupils	80
4.4	Level of Attitude in Essay Writing Among Primary School Pupils	84
4.5	Level of Self-Efficacy in Essay Writing Among Primary School Pupils	88
4.6	Relationship Between Intrinsic Motivation and Self-Efficacy in Essay Writing Among Primary School Pupils	90
4.7	Relationship Between Attitude and Self-Efficacy in Essay Writing Among Primary School Pupils	91
4.8	Prediction of Intrinsic Motivation and Attitude Towards Self-Efficacy Writing Among Primary School Pupils	92
4.9	Summary	94

CHAPTER 5 DISCUSSION, RECOMMENDATION AND CONCLUSION	
5.1	Introduction 95
5.2	Summary of The Findings 95
5.3	Discussion 96
5.3.1	Discussion of Research Question 1: The level of Intrinsic Motivation in Essay Writing in English Language Among Primary School Pupils 96
5.3.2	Discussion of Research Question 2: The level of Attitude in Essay Writing in English Language Among Primary School Pupils 99
5.3.3	Discussion of Research Question 3: The Level of Self- Efficacy in Essay Writing in English Language Among Primary School Pupils 102
5.3.4	Discussion of Research Question 4: Relationship Between Intrinsic Motivation and Self-Efficacy in Essay Writing Among Primary School Pupils 104
5.3.5	Discussion of Research Question 5: Relationship Between Attitude and Self-Efficacy in Essay Writing Among Primary School Pupils 106
5.3.6	Discussion of Research Question 6: Relationship Between Intrinsic Motivation and Attitude Towards Self-Efficacy in Essay Writing Among Primary School Pupils 108
5.4	Implication of the Study 110
5.4.1	Theoretical Implication of the Study 110
5.4.2	Practical Implication of the Study 112
5.5	Recommendation for Future Research 113
5.6	Conclusion 114
REFERENCES	115
APPENDIX	126

LIST OF TABLES

TABLE NO	TITLE	PAGE
Table 3.1	Distribution of schools in Kluang District	57
Table 3.2	Krejci Morgan sample size	58
Table 3.3	Summary of the Research Instrument	60
Table 3.4	Example of items in Writing Attitude Survey (WAS)	62
Table 3.5	Intrinsic Motivation Inventory (IMI)	63
Table 3.6	Reliability coefficient for pilot study	67
Table 3.7	Interpretation of coefficient correlation of r value	70
Table 3.8	Method of Data Analysis	71
Table 4.1	Gender of Respondents	74
Table 4.2	Races of Respondents	75
Table 4.3	Respondent`s schools	76
Table 4.4	Median analysis for Intrinsic Motivation in Essay Writing	77
Table 4.5	Median analysis for each Attitude in Essay Writing construct	81
Table 4.6	Median analysis for Self-Efficacy	84
Table 4.7.	Relationship Between Intrinsic Motivation and Self- Efficacy in Essay Writing Among Primary School Pupils	87
Table 4.8	Relationship Between Attitude and Self-Efficacy in Essay Writing Among Primary School Pupils	88
Table 4.9	Prediction of Intrinsic Motivation and Attitude Towards Self-Efficacy in Essay Writing Among Primary School Pupils	89

LIST OF FIGURES

FIGURE NO	TITLE	PAGE
Figure 1.1	Theoretical Framework	15
Figure 1.2	Conceptual Framework	18
Figure 3.2	Random Sampling	59
Figure 3.3	Process of collecting data	64

LIST OF ABBREVIATION

ABC	-	A (Affective), B (Behaviour), C(Cognition)
ESL	-	English As Second Language
GSE	-	General Self-Efficacy
IMI	-	Intrinsic Motivation Inventory
IM	-	Intrinsic Motivation
MOE	-	Ministry Of Education
UPSR	-	Ujian Pencapaian Sekolah Rendah
UTM	-	Universiti Teknologi Maklumat
WAS	-	Writing Attitude Survey

LIST OF SYMBOLS

SD	-	Standard Deviation
<i>M</i>	-	Median
f	-	Frequency
%	-	Percentage

CHAPTER 1

INTRODUCTION

1.1 Introduction

Writing an essay is one of the challenging tasks and to write an essay in the English language, pupils have to maximize their efforts to put their idea on the paper. According to Ariyanti (2017) writing requires enormous effort to evaluate good grammar, imagination and thought, to discover major ideas and to support them, to put them together, to revise then final editing. Consequently, pupils struggled to write an essay in a second language due to lack of idea, cannot think of anything interesting or significant enough to write whenever the teacher assigned them an essay to write. Yunus (2013) described those pupils find composing in English is challenging since the procedure involves the use of a variety of cognitive and linguistic techniques that the students are unsure about. However, pupils still can develop their writing skills through using the language in several processes. Salem Saleh Khalaf (2011), indicated that writing as productive language skills plays an important role in enhancing language learning as a cognitive experiment in words, sentences, and large chunks of writing to effectively express their ideas and improve the grammar and vocabulary they acquire in the class.

Despite of the importance to master English writing, the 2004 School Certificate Assessment Study on the English Language (MOE, 2005) reported that most candidates had not yet mastered writing skills in English. Samuel and Bakar (2006) stated that UPSR writing skills level of primary school pupils are far from satisfactory. This poor performance is mainly due to lack of proper exposure, use and negative thoughts towards English. Salem added that "one of the major fails in the curriculum may be due to the lack of attention given to writing, which is a significant avenue for thinking. Hence, in its effort to improve the Malaysia Education

Curriculum, the Malaysian Ministry of Education presented the Malaysia Education Blueprint for 2013-2025 (MOE, 2012). The curriculum has been planned to develop pupils who would be skilled in the language. The content and learning standards that have been introduced in the syllabus are intended to help pupils master the language efficiently. This is to ensure that pupils completing primary education have a good grounding of writing skills so that they can make real progress towards language literacy at secondary level.

Ministry of Education introduced new format for UPSR English paper in 2016. A newspaper report on UPSR English mentioned that the English paper divided into two papers and based on the new format pupils will be evaluated 100% on their writing skills (Star, 2015). Pupils graded in comprehension and writing for the English subject. According to Shin and Crandall (2014), writing is one of four language skills taught and evaluated in the school and pupils can develop their ability to write independently. For this reason, essay writing skills in the English language for primary school pupils have an important role in demonstrating the pupils learning ability and proficiency in the language. But pupils find to write a composition in English is challenging because it requests them to learn every aspect of language, including vocabulary, grammar, spelling, punctuation, word orders, and subject passes in verb agreement of the language of which they are uncertain (Maghsoudi & Haririan, 2013). Melor and Yunus (2014) found that pupils' composition for Paper 2 are poor and has yet to improve writing skills. The possible reason, for the situation is due to pupils who are not able to gain the right attitude and motivational level, which is important to learn and use the second language effectively. Particularly study on the pupils' motivation, attitudes and self-efficacy towards essay writing in the English language are relevant to be conducted.

One of the important components that make up a writing task well is the pupils' self-efficacy. Diane (2018) described self-efficacy as the perception of human beings in their ability to have such expectations play an important role in motivating human behaviour. In the context of writing, Felor Hashemnejad (2014) suggested writing self-efficacy means that pupils believe in their abilities to execute a written task effectively. Such tasks include writing, proper punctuation of writing, and the formation of

grammatically correct samples of writing. She added that pupils who consider themselves poor writers tended to be unwilling to participate in writing and to do minimal or incomplete writing while pupils with higher writing self-efficacy have been found to complete writing tasks at a higher level.

One's self-efficacy has more predictive ability about the way one acts than one's actual ability Pariah (2011). Strong writing self-efficacy means a strong sense of trust in the task of writing. High-level self-efficacy students who set and follow ambitious targets are more likely to make rigorous attempts, explore innovative ideas and persevere when faced with difficulties. Pariah (2011) emphasized, pupils with poor self-efficacy on the other hand, either devote no attention to challenging activities or ignore them entirely, have low educational expectations and a limited commitment to goals. As a consequence, self-efficacy has been shown to be a reliable indicator of people's success in performing writing task.

Pupils` motivation is another important key to produce better essay writing too. According to Schunk, Pintrich and Meece (2002) motivation is the process in which goal-oriented action is initiated and maintained. It may be either intrinsic or extrinsic. Intrinsic motivation relates to pupils influences and to master the writing task on its own. According to Ryan and Deci (2000) describe the intrinsic motivation as something that is intrinsically interesting or exciting, such as a student might be really inspired to do his or her task out of desire. It means that a pupil might be motivated to acquire a new skill of writing because he or she knows its importance. Hence, Martinez, Kock and Cass (2011) claimed that there was a slightly positive connection between "leisure writing," writing for fun, and writing self-efficacy. According to Razali (2013), intrinsically motivated pupils will have more positive self-efficacy about their experience in writing. They will understand their abilities in writing and put more effort to overcome errors in their writing. Pupils also will be more willing to choose tasks where they already feel confident about succeeding. Intrinsic motivation promotes self-efficacy by enhancing students' ability to delve into writing problems. This is because intrinsic motivation is a natural motivator for students to succeed.

Pupils' attitude is also one of factor which is important to perform better essay writing. There are several aspects of attitude that affect the individual's writing achievement. They can be cognitive, physically or mentally. Göçer (2014) points out that the interests, preferences and behaviours of each pupil are not the same for the writing skills that have been very essential in the language and social life of students. The causes that influence the achievement of the written expression of individuals and causes them to step away from writing is their attitude towards writing (Grocer 2014).

According to Yildiz and Kaman (2016), those who believe that they have high self-efficacy, will achieve success that provides guidance and positive support to one's behaviour. A higher self-efficacy of pupils, the higher he or she can challenge himself or herself to set high goals and the more committed they are to the set goals. Writing, according to Pinar Bulut (2017), is a difficult activity for people of all ages since it is both a mechanical and a cerebral difficulty. He said that schoolchildren do not love writing and have difficulty completing written work. This contributes to the development of unfavourable attitudes about writing as well as a lack of self-confidence. School children have a far more positive attitude about writing than high school students, according to Yldz and Kaman (2016). Pupils with more positive writing attitudes outperformed their counterparts with poorer writing practises (Demir, 2013).

Thus, this research needs attention to clarify our understanding of the roles of intrinsic motivation, attitude and self-efficacy in essay writing. This research would also have implications for classroom practice. Teachers will be more understandably concerned about teaching pupils the effective skills.

1.2 Background of Study

Writing is of crucial benefit to humans, because it is such a tool that enables communication, to gain knowledge and to illustrate what they have taught. Gurminder Kaur (2014), claimed that writing is one of the four main elements of language learning in primary and secondary schools in Malaysia. In Malaysia, where English is considered to be the second language taught in the schools, the method of teaching and acquiring skills has become much more important (Shin & Crandall, 2014). According to Lim (2015), writing skills help pupils in later stages of schooling, especially at the higher level, as well as in professional life. He added that writing skills should have to be developed and practiced. Writing also involves improvisation, which implies either the ability to tell or narrate pieces of information in a format of stories or descriptions, or the ability to turn ideas into different texts, such as essay writing or argumentative writing (Lim, 2015). According to Lim and Melor (2017), writing is a practice that helps improve language, grammar, thinking, and organizing, editing, updating, and other components.

Razali (2013), claimed that English as a second language (ESL) education, specifically ESL writing, has acquired an important position in Malaysia's education system, however both language proficiency and ability among Malaysian pupils in primary schools are decreasing. In general, Malaysian pupils perform unsatisfying results in English, particularly in the writing section (Azman, 2016). Since then, several educators, in the country have raised questions about the circumstances and how to correct the issue. In addition, considering the 11 years spent studying the language, educators are very worried about the pupils' failing to produce good grades in writing. Kee and Abu Bakar (2019) emphasized that Malaysian pupils are performing below target in English, especially in their ESL writing, even though they are learning writing in English at the primary levels of education. The current situation of pupils' decreased success in English does not appear to negate the numerous attempts that have been made and expectations that over the years the level of English in the country can be preserved.

Generally, many primary school pupils in Malaysia are finding it hard to learn how to write (Kee & Abu Bakar, 2019). Primary school pupils have difficulties with writing and composing. They find it impossible for them to generate their thoughts, because they cannot think about something which is important to write about. As a result, writing skills is an obstacle to the achievements of primary school pupils in English language. This is because writing is a crucial component of expression. When a child writes, ideas and information combine together to make a special meaning (Jones, Reutzler & Fargo, 2010). As a result, pupils perceive writing skills as more difficult than listening and reading (Berman & Cheng, 2010). Lim, Melor and Mohd Amin (2017) found that writing is also one of the more challenging skills students have to learn, as writing requires a variety of skills and procedures, such as arranging and developing ideas and information, selecting the right vocabulary precisely to minimize inconsistency of meaning, and also the practice of accurate grammatical techniques to emphasize and illustrate ideas.

Primary school assessment test, also known as *Ujian Penilaian Sekolah Rendah* (UPSR) is a national exam taken by all pupils in Malaysia at the end of their sixth year in primary school before leaving for secondary school. It is prepared and checked by the Malaysian Examination Board (*Lembaga Peperiksaan Malaysia*) an organisation established by the Ministry of Education. (MOE 2015). In order to get a better score, pupils need to do well in Paper 2, essay writing. However, many students have not been able to do well in Paper 2, since they are still unable to compose successful essays. Malaysian primary school pupils including students in secondary schools, are passive learners in general, simply relying on their teachers as the key source in their learning process (Razali, 2018). Ilyana (2011), noticed majority students in Malaysia obtained a low grade in writing components, either at the level of the Primary Level Examination (UPSR) or the Secondary Level Examination (PT3) on last few years.

Parilah (2011) claimed that self-efficacy is the essential for each pupil to create positive opinion about writing. Based on research on self-efficacy in educational psychology, Parilah (2011) described self-efficacy as the knowledge of the ability to behave at a particular level. For example, pupils will think that they can write or

perform better in writing. Azrien and Zamri Ghazali (2011), claimed, this is because self-efficacy affects the decisions and behaviors that the pupils can take. Therefore, pupils will try a challenging task that they feel confident in and find the solution. According to Prat-Sala and Paul Redford (2011), pupils will create an idea to solve the problem that has accomplished them in the past. Thus, a question about self-efficacy may refer to an individual's belief that he or she could write a paragraph accurately in English. Felor Hashemnejad (2014) explained how highly self-efficacy pupils perform or strive to do well in their English writing and show useful learning traits such as taking more effort. According to Mimi and Nooreiny (2014), individual with a high level of self-efficacy is seen to be able to persevere in the face of pressure in performing out a task. Thus, writing is a complex and dynamic skill due to its non-linear process of planning, writing, revising and editing.

It is also understandable that pupils frequently show significant pressure in a writing class compared to a mathematics class. ESL learners, the uncertainty of the writing process is higher because, aside from dealing with the fundamentals of writing, they also have to deal with the vocabulary (Estonella & Nooreiny, 2014). Parilah (2011) in analysis on 120 Malaysian ESL learners' self-efficacy in writing, noticed that the learners' overall self-efficacy was at a moderate level, which paralleled their positive taught in writing efficacy. According to Azrien and Zamri Ghazali (2011), the experience of getting low marks in English writing will reduce the self-efficacy towards the subject. This leads to a lack of self-confidence and a decrease in self-efficacy and, in turn, have a negative impact on essay writing.

In addition, one of the factors influencing the efficacy of pupils in learning is motivation (Hamsina, 2019). She added that motivation is really important in learning. The learning results will be optimal if motivation occurs. Al-Jumaily Samir (2014) claimed that pupils chose to master English and they wanted to learn writing so that they could take part in the success of an international community. Meanwhile, Hamsina's research on students' motivation in English indicated that the motivation behind many of the students learning and mastering English was to get better jobs because English was a significant language in the world. Gilakjani et al, (2012) explored that pupil can gain inspiration when they seek encouragement and support

from others and from positive environment. Therefore, pupils are motivated to learn to write well in a positive classroom

The lack of language proficiency and limited vocabulary for pupils were two things that caused to the lack of ability to write well in English, thus demotivating them to perform better in writing. These factors are among the various factors that have demotivated pupils to learn writing (Khan 2016) and when it comes to motivation, students with higher motivation levels would perform well than those with lower motivation levels (Tahaineh & Daana, 2013). Malaysian students generally need more practice because contact takes place more naturally in real life (Ezita, 2018).

In learning essay writing, it becomes a problem if pupils do not practice using the English and linguistic components of real life. Khan Khan (2016) found that numerous factors have been identified in studies that affect the writing level of learners. These are related to the motivation of learners who are generally unclear in their paper 2, about the purpose and significance of their text. Similarly, inconsistent teacher's feedback, the lack of guidance and evaluative behaviour by learners, and large and unmanageable class sizes eventually decrease motivation level. (Pineteh, 2013).

Motivation for learning is seen in the form of persistence, interest and student success (Lei, 2010). Intrinsic motivation (IM) is described as taking part in enjoyment or the enjoyment that comes from doing something. Lei (2010) described intrinsic motivation is one of factor which can increase pupils' higher levels of self-efficacy towards essay writing. As pupils' intrinsic motivation develops, self-efficacy (SE) continues to complete learned tasks and productive processes, leading to greater understanding and pupils being able to master essay writing better. According to Ezita (2018), intrinsically motivated (IM) pupils are willing to improve their writing skills because they have the intention to succeed. Thus, Ezita (2018) claimed, intrinsically motivated (IM) pupils come to class because they are starving for more information, they are interested in essay writing, they are engaged in the task, and their self-efficacy seems to be increased. Bilal et al. (2013) found, pupils are encouraged to participate in the challenge for its own sake, since the task itself is fascinating, enticing and

rewarding, with no visible incentive but for the satisfaction derived by completing the task.

The attitude of pupils is one of the key factors that decide their progress in essay writing. Noriah (2012) found that attitudes towards essay writing may play a part in understanding pupils' success or failure in writing. It is really important for learners to have optimistic perception in order to be better at learning the language. Hussein Islam (2014) claimed that a person's level of activity or passivity is relies heavily on his or her attitude. With regards to learning to write, attitudes may be positive or pessimistic (Youssef, 2012). Jain and Sidhu (2013) concluded that attitude would be a major factor if one were to do well in essay writing. This is because the attitude shapes the expectations of the students about the class, teachers and the subjects as well. Hence, writing is not an easy process where internal and external factors are involved.

Noriah Ismail (2012) claimed that most pupils had a negative attitude towards writing. They believe that writing as well as learning to write is tiring, and this may be due to the textbook and materials used in writing task. Other study conducted by Youssef (2012) found that pupils were not really interested or lazy in writing and do not make a lot of effort to try to be essential when writing and improving themselves. Writing task unsuccessful for most of them and this is because pupils' negative attitude towards essay writing (Ellis, 2015). Meanwhile, Zulkefly and Razali (2019) described that many pupils believed that they could not do well in write and consequently those pupils would have chance to succeed in essay writing. According to Erkan and Saban (2011) they believed that "success in writing in a second language may be correlated with writing attitudes.

In general, pupils with a high levels of negative writing attitude probably have lower level of self-efficacy in writing tasks, produce low-quality essay, have negative experiences of their own writing, and no confidence to write. Previous studies have found that students who have a positive attitude in writing tasks like to produce good writing because they have high self-efficacy compared to those who have poor self-efficacy in writing more likely to avoid situations in which writing is important (Saeid

Raofi, 2012). McCarthy, (2006) in his study show that good attitudes affect the attribution of learners and their efficacy to their success and failures in a given task.

Considering the level of English writing skills among Malaysian primary pupils are at stake, a call to address the issue at an earlier stage seems appropriate (Sarala Thulasi, 2015). Based from the UPSR writing result in English subject, the level of proficiency among Malaysian primary school pupils is still beyond expectations (Syed, 2014). ESL writing research studies are most focused in presenting learning styles with practical writing style. (Rubina Akhtar,2019). Nonetheless, there are, many studies on essay writing involved secondary schools and universities in Malaysia but not many for primary school level (Halipah Harun, 2020). Research on essay writing has been a study on several psychological variables such as effects of writing anxiety on the readiness of writing among low proficiency undergraduates (Sabariah, 2016) while Melor (2014) investigated on writing needs and strategies of Felda Primary ESL pupils. Other study such as students' motivation and attitude towards English conducted by Mohd Kamil, (2014). Meanwhile, "Build Me Up", explored by Lim (2017), in overcoming writing problems among primary school pupils in Belaga, Sarawak. However not many studies looking to pupils' intrinsic motivation and attitude.

Akinwamide, (2012) found that many studies on psychology factors are less focused on primary schools. In the context of this study, pupils' intrinsic motivation level and attitude have been examined and categorized as either self-efficacy of the respondents will improve and overcome essay writing issues. Many believes, that, intrinsic motivation and attitude can increase self-efficacy in students to master essay writing. In addition, research that looking at relationship between self-efficacy in essay writing towards several factors has been conducted. Parilah (2011) look into on the relationship between the learners' self-efficacy and their writing performance and competence. Research on predicting writing performance outcome via writing self-efficacy and implication on L2 tertiary learners in Malaysia, explored by Ilyana Jalaluddin (2013). Language learning strategies and language self-efficacy investigated by Mary Siew-Lian Wong (2013). This shows that, there are not many studies on the study the relationship between 3 variables such as self-efficacy, intrinsic

motivation and, attitude simultaneously. Thus, to ensure that Malaysian primary school students will not be left behind in this era of information, this research should be carried out. (Syed, 2014).

Definitely, ESL teachers and educators can benefit from the finding of this study, as it can be an approach that can encourage them to teach writing. In addition, it also encourages the pupils to take charge of their own writing. The importance focus is on the developed intrinsic motivations and attitudes that increase self-efficacy in writing essays, as it is believed that it is essential to determine the achievement in second language learning. Nevertheless, as this study meant to assist pupils to become more confident in writing, it will also focus on finding out the factors that really can affect the ability of motivations and attitudes to evaluate self-efficacy. It is hoped that learning English writing more efficiently can bring benefits to both teachers and pupils to learn writing component more effectively.

1.3 Problem Statement

Improving writing skills is crucial because obtaining good knowledge and effectively developing writing skills will lead pupils to academic success in the future (Azam, Fadhil, & Yunus, 2019; Yunus, Salehi & Nordin, 2012). In fields such as education, journalism, economics, and more, it is carried out in large contexts. In order to be a good writer in today's world, this statement reflects the significance of learning proper writing skills from the beginning (Al Khasawneh & Malar, 2010). Although pupils are taught to write an essay from level 2 at primary schools in Malaysia, in reality, most of Year 4, 5, and 6 pupils are unable to produce a better piece of essay writing in English. (Sarala Thulasi, 2015)

In fact, as shared by Maghsoudi and Haririan, (2011), that pupils in primary schools have low self-efficacy in writing therefore they are more likely to give up early in the writing task because they find writing is challenging. Although given up early is unnecessary and this will cause pupils to do not have enough chance to improve their writing ability (Iyana Jalaluddin, 2013). Studies conducted by Yunus and Mat (2014) and Yunus and Abdullah (2011) have shown that pupils are usually keen to learn to write, but the challenge arises when they lack self-efficacy in developing their essay writing. In reality, the experience of having low marks in English writing will reduce self-efficacy towards the subject (Azrien & Zamri Ghazali, 2011). This will cause a loss of self-confidence and a decrease in self-efficacy and, in turn, the pupil has a negative effect on writing essays.

Consequently, Tengku Sepora Tengku Mahadi, (2012), claimed that students who do not have instrumental or integrative encouragement would experience challenges and difficulties in learning to write in a second language in the classroom, and it will be difficult for them to learn the language in general. According to Malini Ganapathy, (2016), the essay writing component is very challenging for learners to learn, but if the learner does not have an internal desire to learn the writing component, they cannot do or perform well in writing. Studies have found that pupils who do not have the inner desire to succeed, are not interested in overcoming challenges in learning to write essays to achieve a goal (Saadiyah Darus, 2019). In this study, the

intrinsic motivational factors that influence students to learn to write essays will be discussed and explored in more depth.

Nevertheless, Mariadass and Kashef (2012) reported that the majority of pupils in primary schools had a pessimistic writing mind set. They assume it is exhausting to write and to learn to write, and this could be due to the textbook and the tools used in the task of learning. Other research by Taie and Afshari (2015) showed that students were not very good at writing or they felt boring and did not make a lot of effort to try and be effective while learning essay writing. Furthermore, pupils will not feel the need to learn the write as essential for them to perform either inside or outside their community, they will most definitely have a negative attitude towards the language (Hussein Islam, 2014).

A suggestion for improving pupils 'writing level in English at an early phase looks reasonable (Sutasini Sivagnanam, 2020). The level of ability among Malaysian primary school students is still beyond expectations (MOE, 2016). Mustapha, Rahman, and Yunus (2010), indicated that many studies on essay writing involved higher education institutions and secondary schools only. According to Rehman et al. (2014) that past studies are more focused on intrinsic motivation and Harjander Kaur, (2014) focused on attitude but fewer looks at both simultaneously. Yet no, researchers look at the intrinsic motivation and attitude of pupils in order to improve pupils `essay writing by enhancing their self-efficacy.

Generally, this study emphasizes pupils' intrinsic motivation and attitude roles as the variables and it can enhance pupils` self-efficacy in essay writing progress, (Halipah Harun, 2020). Intrinsic motivation and a positive attitude on pupils will help to improve pupils` self-efficacy in order to produce a good piece of writing (James Banfield, 2014). When pupils have a feeling of control over their writing, their intrinsic motivation and a positive attitude will increase. In improving and enhancing self-efficacy, pupils are likely to learn essay writing in a challenging way (Abd Rahim, Jaganathan, & Tengku Mahadi, 2016) It will help them to continue gaining more confidence and knowledge in achieving well in essay writing

1.4 Research Objectives

The objectives of this research study are:

- i. To identify the level of intrinsic motivation in essay writing among primary school pupils
- ii. To identify the level of attitude in essay writing among primary school pupils.
- iii. To identify the level of self-efficacy in essay writing among primary school pupils
- iv. To find out the relationship between intrinsic motivation and self-efficacy in essay writing among primary school pupils
- v. To find out the relationship between attitude and self-efficacy in essay writing among primary school pupils
- vi. To determine the prediction of intrinsic motivation and attitude towards self-efficacy in essay writing among primary school pupils.

1.5 Research Questions

There are six research questions aroused from this research study:

- i. What is the level of intrinsic motivation in essay writing among primary school pupils?
- ii. What is the level of attitude in essay writing among primary school pupils?
- iii. What is the level the level of self-efficacy in essay writing among primary school pupils?
- iv. Is there any significant relationship between intrinsic motivation and self-efficacy in essay writing among primary school pupils?
- v. Is there any significant relationship between attitude and self-efficacy in essay writing among primary school pupils?
- vi. Are intrinsic motivation and attitude significant predictor of self-efficacy in essay writing among primary school pupils?

1.6 Research Hypotheses

- i. H₀₁: There is no significant relationship between intrinsic motivation and self-efficacy in essay writing of English Language among primary school pupils
- ii. H₀₂: There is no significant relationship between attitude and self-efficacy in essay writing of English Language among primary school pupils
- iii. H₀₃: There is no significant prediction of intrinsic motivation and attitude towards self-efficacy in essay writing of English Language among primary school pupils.

1.7 Theoretical Framework

This research study focuses on the relationship between intrinsic motivation and attitude in improving pupils' self-efficacy towards essay writing in primary schools, in Kluang, Johor. There are three variables to be investigated in more detail. Gardner's theory of motivation, Ajzen's theory of attitude and Bandura's theory of social cognitive are used to explain on theoretical framework of the research variables involved.

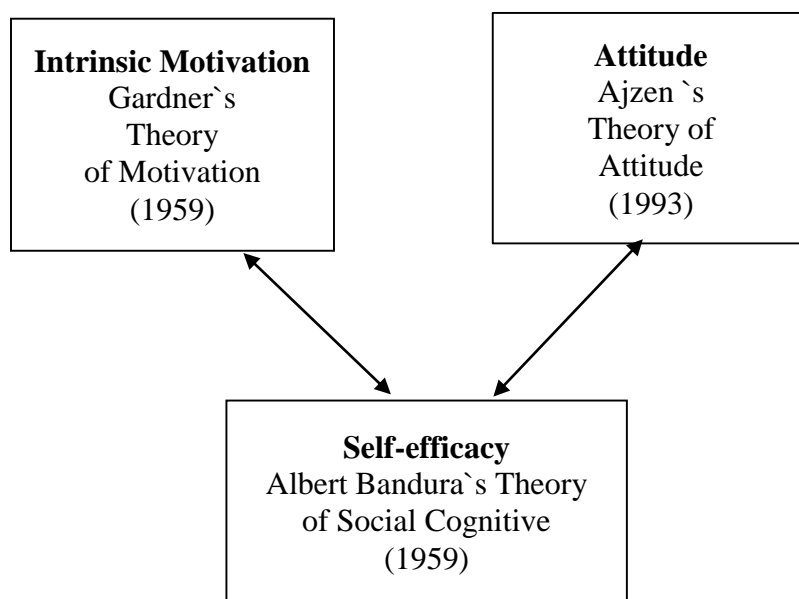


Figure 1.1 Theoretical Framework

1.7.1 Albert Bandura Social Cognitive Theory

According to Albert Bandura, self-efficacy has also developed within cognitive theory as an important term. In Social Cognitive Theory (hereinafter SCT), observational learning/modelling, outcome goals, perceived self-efficacy, aim achieving and self-regulation are the key components of the theories that make up social cognitive theory. (Albert Bandura, 1997) According to Schunk (2012), learning happens either inactively or vicariously through witnessing the success of models. The method of observing a behaviour and then trying to perform the same behaviour is observational learning. This approach is often known as vicarious learning or modelling, since learning is a learning process Self-efficacy reflects the perceptions of pupils on whether they should achieve a certain level of success at a specific task (Bandura, 1997). This theory has proved important in determining the motivation and success of pupils in second language, contexts. So, better scores in essay writing, greater preference, persistence and more efficient use of strategy have been correlated with perceived self-efficacy.

Therefore, self-efficacy in writing shows confidence in students' ability to successfully perform English writing tasks. Such tasks include writing with correct grammar, correct punctuation, and writing in the correct vocabulary. Pupils are able to improve their writing skills and self-efficacy. According to Normazidah, Koo, and Hazita, (2012), students who consider themselves as weak writers seem to be reluctant to answer in writing and do minimal or imperfect writing compared to students who have better writing effectiveness are found to be able to achieve writing tasks at a higher level.

1.7.2 Gardner`s Motivation Theory

Gardner's motivation theory has been extremely important in the area of language learning. Motivation requires three components, according to Gardner (2001): initiative (the attempt to understand the language), motivation (wanting to accomplish a goal) and positive effects (enjoy the task of learning the language). The task of the orientations referred by Gardner as a "goal" aims to inspire and guide it to achieve the targets (Gardner, 1985). In specific, Gardner and his colleagues developed two orientations: integrative orientation and instrumental orientation, which were widely discussed and analysed in language learning motivation studies.

Integrative or intrinsic motivation refers to the individual's personal desire to perform a task and is related to integrative orientation (Mackey & Gass, 2015). They may not need any external reward or encouragement to perform a task because students are intrinsically motivated. The extrinsic motivation is related to instrumental orientation and the learner develops a willingness to master the language to obtain an external reward. According to Gardner, (1985) students with intrinsically motivated strive to interact with the people or discover opportunities to learn the language successfully, whereas extrinsic motivators, who are instrumentally focused, use the language for practical purposes.

Motivation is also not only an important component of successful language learning, as well as a complex process of pupils to continue develop in the language learning. It reflects the interests, acts and needs of a person. When learning a second language, motivation is important. Students who are motivated are still optimistic about learning English (Musa et al., 2012). In learning the language, the students who were less fluent were not very confident and relaxed. It was noticed that they lacked encouragement due to lack of confidence and abilities to learn the new language even though they had a better attitude (Mahadi & Jafari, 2012).

1.7.3 Ajzen` Attitude Theory

A Tripartite Model is also called the ABC Attitude Model. It serves as a valuable analytical basis for the creation of measurements of attitude in language. The ABC Attitude Model is based on an Ajzen (1993) Hierarchical Model that conceptualizes an attitude as an amalgam of three distinct observable components: Affective (A), Behaviour (B) and Cognition (C). Affective is the subjective element consisted of thoughts and feelings correlated with an object of attitude. Behaviour is the component of action consists of predispositions to respond directly against the object of attitude. Cognition is a conceptual element composed of the conviction and expectations retained by individuals regarding the object of attitude (Candeias, Rebela & Oliveira, (2010).

Ajzen and Fishbein (1977) suggested there should be a correspondence between attitude and behavioural measures. A specific attitude may consist of a positive emotion that is, feeling happy in a language classroom (affect), planning to learn more language (conduct) and the conviction that language is easy to learn (cognition). Students can develop a positive or disadvantageous attitude towards the issue. Students develop attitudes over time by direct experience with language learning or by gaining knowledge about the subject. Pupils use the acquired behaviours as a reference to their implicit behaviour with regard to language learning, culminating in responses to the topic that are regularly favourable or unfavourable. Attitudes are known to be precursors to actions in language learning.

1.8 Conceptual Framework

In this section, the relationship between intrinsic motivation and attitude, in enhancing self-efficacy towards essay writing will be discussed further.

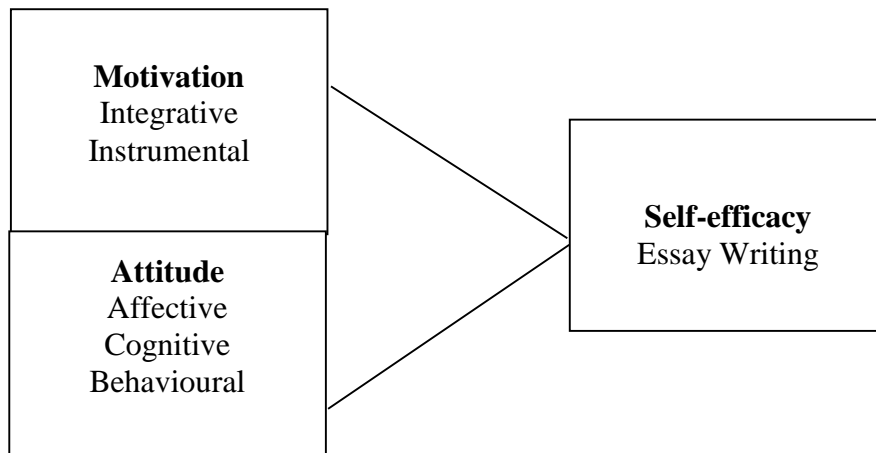


Figure 1.2 Conceptual Framework

1.8.1 Self-efficacy towards Essay Writing

Self-efficacy is one of the theories of Social Cognitive Theory (SCT), a developmental behavioural framework that originated largely from Bandura's work (1977, 1986). The SCT indicates that humans learn and want to behave in a certain way shaped by the social and physical environment. (Bandura 1997).

In this context, students' proficiency in essay writing means that they are able to write confidently and are willing to face challenges in improving their writing ability. Pupils are able to write more confidence, (Green & Peil, 2009). Self-efficacy beliefs are often affected by interest, importance, utility, and affective reaction. A

variety of causes of self-efficacy have been identified. (Walters ,1963). The first source is the memory or experience of achieving one's success on a similar role in the past (Bandura 1997). For example, if task is successfully completed, one's personal self-efficacy will increase and, if not, one's personal self-efficacy will decrease. The second cause of confidence in self-efficacy is vicarious knowledge or a condition where one's self-efficacy is obtained by observing the success of others toward theirs.

One's self-efficacy is improved by discovering that they've done tasks differently than those they've been watching. The third root of self-efficacy comes from the beliefs or comments that one gets from others. The fourth type of self-efficacy is physiological and affective. People who are less nervous or stressed are likely to perform a task more effectively than people who are more worried (Bandura 1997). In addition, as students encounter difficult circumstances, they use metacognitive strategies such as asking themselves questions to verify their knowledge and how they behaved. In this study, two independent variables which are intrinsic motivation and attitude will be evaluate whether act as predictor of students' self-efficacy in essay writing.

1.8.2 Intrinsic Motivation towards Essay Writing

Integrative motivation plays an important role in successful language learning, according to Gardner (2000). If students' intrinsic motivation for writing English is positive, it is easy for students to master writing. Instrumental motivation is linked to realistic student needs, such as getting a reward, completing an exam, and praise by teachers.

According to Ellis (1997) integrative motivation is observed to have greater importance in formal learning than instrumental motivation. Integrative motivation and instrumental motivation are also needed to sustain the English language learning process. Motivation is an important factor in language achievement, which it is

important to identify the various types and combinations of motivations that contribute to success in second language acquisition writing. In the context of this study, intrinsic motivation encourages students to improve their writing skills and knowledge in English. Thus, intrinsic motivation will be used to determine the relationship with pupils` self-efficacy in essay writing.

1.8.3 Attitude towards Essay Writing

Attitude is a fictional concept that, as in the situation of our research, studying essay writing, cannot be directly observed but can be inferred from measured reactions to the object of attitude (Ajzen, 1993.) It is widely agreed that attitude is a positive or negative mental and neural readiness towards an individual, position, or thing. It is made up of three components. The emotional response (like/dislike) to an attitude entity is an affective element. The role of affective components is emphasized in much of the studies. The attitude of a person towards an entity cannot be determined by merely remembering his beliefs about it since feeling acts on an object of attitude concurrently with the rational function (Malhotra & Agarwal, 2005).

The behavioural aspect is an individual's verbal or overt (non-verbal) behavioural pattern (Ajzen 1996) which consists of behaviours or measurable reactions that are the product of an attitude item. It requires a person's reaction (favourable/unfavourable) to do something about an object of attitude. Attitudinal reactions are more or less consistent. The cognitive aspect is an assessment of the entity that indicates an individual's opinion (belief/disbelief) about the object. Cognitive refers to an individual's thoughts and opinions regarding an object or attitude. Ajzen (2001) convey this belief is knowledge that a person has about an entity; information that explicitly connects an object and an attribute. Therefore, attitude will be used to determine the relationship with pupils` self-efficacy in essay writing.

1.9 Significance of the Study

Essay writing is an important component for pupils in primary schools across Malaysia. Therefore, primary school pupils need to master the language because they are required to be proficient in the writing skills when they continue their secondary education. Thus, the findings of this research will be provided insights for English teachers who are teaching writing component in primary schools to reflect on whether the approaches that they are applying in their classroom are successful and beneficial to their pupils. Moreover, teachers will be able to understand their students` motivation and attitudes towards essay writing in order to improve their self-efficacy.

1.9.1 Primary School Pupils

Motivation and attitude is very important in learning essay writing component. Through this research study, pupils will get to know whether they are motivated through instrumental or integrative and how this is related in improving pupils` self-efficacy towards essay writing. A student with high self-efficacy may tend to improve their writing skills through intrinsic motivation and attitude.

1.9.2 Teachers

According to Dornyei (1994), if motivation is critical for pupils in learning an essay writing, then language teachers or educators must have a better understanding of what motivates their pupils in writing component classroom. Thus, teachers must inculcate in the mind of the learners the intrinsic and extrinsic values in learning writing skills language whereby the teaching materials developed must be interesting and relevant to the curriculum. However, learners who are provided with insightful feedback and know the reason why they study something are motivated to expend time and energy, more persistent to learn and more enjoyment they experience in the process of learning something (Deci & Ryan, 1985). In this research study, teachers

will get to know how does the motivation level and attitude affects self-efficacy pupils` in improving their writing skills.

1.9.3 Body of Knowledge

High motivation and positive attitude will contribute to increase self-efficacy in writing essays of English language. Therefore, the findings of this study will provide more information because there are not many studies on essay English writing in primary schools in Malaysia. It is hoped that through these findings, body of knowledge can meet the needs and interests of students in learning the essay writing component in order to increase motivation and shape their attitudes positively as this will increase their effectiveness in learning English writing components.

1.10 Limitation of the Study

This research study is limited to primary school pupils only. Pupils will be randomly selected and a questionnaire will be distributed to test the relationship of how their motivation and intrinsic attitude can improve their effectiveness especially writing tasks. However, in this study, the majority of Malay pupils will be tested in this study because the majority of Malay pupils' study in this primary school. Instead, this research study focuses only on factors such as intrinsic motivation and attitudes that increase self-efficacy towards essay writing. Meanwhile, this study involved level 2 pupils in a primary school. Last but not least, this research study only uses quantitative method to gain relevant data in accordance to the research objectives and research questions, whereby it does not involve any qualitative methods in gathering data.

1.11 Definition of Terms

In this part, terms used in this research like intrinsic motivation, and attitude in improving self-efficacy towards essay writing will be defined according to context of this study.

1.11.1 Definition of Self-efficacy

Self-efficacy, as a main aspect of social cognitive theory, refers to "beliefs in one's ability to organize and carry out the actions needed to produce achievements" (Bandura, 1997). Learners' beliefs can forecast success better than their actual ability to do so (Bandura, 1997; Schunk, 1991). This is of great significance that students with high self-efficacy are actually interested in completing a job, thereby receiving better grades than those with low self-efficacy, even though they may have low abilities. Self-efficacy is a motivational variable in learning, and it seems nearly impossible to analyse aspects of human behaviours, such as learning and motivation.

In this study, self-efficacy refers to the confidence of a person in his or her abilities to carry out behaviours required to accomplish particular success achievements (Bandura, 1977, 1986, 1997). In the context of this study, intrinsic motivation and attitude are contributing to improving the self-efficacy of primary school pupils in essay writing in the English language. In this research, pupils' self-efficacy will be measured by using General Self-Efficacy Scale (GSE). Psychologist Gilad Chen and team (2001), through their General Self-Efficacy Scale, there are 8-item measure that assesses how many pupils believed they can achieve their goals, despite difficulties.

1.11.2 Definition of Intrinsic Motivation

Motivation is the process of generating a concept or understanding of the environment by organising and interpreting stimuli. It is also described as the process of constructing mental representations of distal stimuli using the information from proximal stimuli. Motivation depends largely on the complex functions of the nervous system, but on the contrary, it seems uncomplicated as this process mostly occurs beyond the human consciousness.

Gardner (1985) described intrinsic motivation in essay writing as "referring to the extent to which the person who works and strives to learn the language because of a desire to do so and satisfaction experienced in this activity." Motivation is not an easy thought to describe. In addition to effort, desire, and positive results, inspired language learners demonstrate several other traits.

In this research study, pupils` intrinsic motivation will be explained as the desire to learn essay writing based on several desires. The Intrinsic Motivation Inventory (IMI), proposed by Edward L. Deci and Richard M. Ryan (2000) and it will be used in this research study to measure intrinsic motivation level of the primary schools` pupils towards essay writing. It is based on the five factors such interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension.

1.11.3 Definition of Attitude

Lumley (1928) defined attitude as susceptibility to certain kinds of stimuli and readiness to respond repeatedly in a given way- which are possible towards our world and the parts of it which impinge on us. The affective response is an expressive response that states an individual's level of preference for an object. Most attitudes are the product of either direct experience or observational learning from the surrounding.

Attitude is a subjective or mental preparation for action. Attitude defines the external and visible postures of human towards a belief. It is related to the individual's dominant tendency to respond favourably or unfavourably to an object such as person or group of people, institutions or events (Copper & Fishman, 1977).

In this research study, the level of pupils' attitude towards essay writing will be evaluated by using "The Writing Attitude Survey" Posden (1997), Writing Attitude Survey, will use to discover primary school pupils' attitude. The Writing Attitude Survey will be used to indicate a more positive and more confident writing attitude. There are 20 questions will be used to answer by pupils in primary schools in, Kluang, Johor. There are two main factors will be used to evaluate pupils' writing attitude. There are confidence and competence factors will be used to evaluate pupils' writing attitude.

1.12 Summary

This chapter explains briefly on what is this research study is overall about. As the intrinsic motivation and attitude plays crucial role in improving pupils' self-efficacy towards essay writing component will be discussed to enhance the writing skills of the primary school pupils in the class. In short, essay writing is an important component to primary school pupils. It is good if the learners could keep themselves

highly motivated throughout their positive learning attitude and with high self-efficacy in achieving good improvement in essay writing component.

REFERENCES

- Abd Rahim, J. &. (2016). An Investigation on the Effects of Writing Anxiety on Readiness of Writing among Low Proficiency Undergraduates. *International Journal of Language Education and Applied Linguistics*, 11-20.
- Ahmed, S. (2015). Attitudes towards English Language Learning among EFL Learners at UMSKAL. *Journal of Education and Practice*, 6-16.
- Al, B. A.-S. (2018). Arab ESL Secondary School Students' Attitude Towards English Spelling and Writing. *Sage Journal*, 1-11.
- Ajzen. (1993). Attitude theory and the attitude-behavior relation. *New directions in attitude measurement*, 41-57.
- Akhtar, R. (2020). The Effects of ESL Student's Attitude on Academic Writing Apprehensions and Academic Writing. *International Journal of Psychosocial Rehabilitation*, 5404-5412.
- Akinwamide. (2012). The Influence of Process Approach on English as Second Language. *English Language Teaching*, 16-29.
- Al, R. e. (2014). The Role of Motivation in Learning English Language for Pakistani Learners. *International Journal of Humanities and Social Science*, 254-258.
- Almalki, S. (2016). Integrating Quantitative and Qualitative Data in Mixed Methods Research—Challenges and Benefits. *Journal of Education and Learning*; Vol. 5, No. 3, 288-296.
- Alam, S. S. (2014). Relationship between Teacher's Personality, Monitoring, Learning Environment, and Students' EFL Performance. *Journal of Language Studies*.
- Ali Sorayyaei Azar and Darshini Thangaraju. (2020). Motivation in Second Language Acquisition among Learners in Malaysia. *Studies in English Language and Education* , 323-333.
- Alias, S. M. (2012). Secondary School Students' Motivation And Attitude Towards English.

- Al-Jumaily, S. (2014). Improving My Students' Writing Skill: An Intensive Course for ESL Learners by Using Process-Approach to Writing with the Assistance of Computer Word Processor. *International Journal of English Language Teaching*, 29-35.
- Ansarimoghaddam, S. (2014). Undergraduates' Experiences and Attitudes of Writing in L1 and English. *GEMA Online® Journal of Language Studies*, 7-28.
- Appukuttan, S. (2013). ESL Pupils' Attitude And Motivation Towards Speaking In English Language.
- Ariyanti, A. (2017). EFL Students' Difficulties and Needs in Essay Writing. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158, 111-121.
- Ayuni Akhilar. (2017). Students' Perceptions And Attitude Towards The Use Of Instrgram In English Language Writing. *Malaysian Journal of Learning and Instruction (MJLI), Special issue on Graduate Students Research on Education*, 47-72
- Azam, Fadhil, Yunus, Salehi & Nordin. (2019). Using 'The Write Stuff' Module To Enhance The Writing Skills Of ESL Primary School Students. *International Journal of English Language and Literature Studies*, 315-329.
- Berman & Cheng. (2010). English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal Applied Linguistics*, 25-40.
- Bulut, P. (2017). The Effect of Primary School Students Writing Attitudes and Writing Self Efficacy Beliefs on Their Summary Writing Achievement. *International Electrocnic Journal of Elementary Education*, 281-285.
- Chokkalingam, A. I. (2016). An Exploration Of The Level Of Academic Self-Efficacy (ASE) Among Malaysian ADOLESCENTS BASED ON SOCIOECONOMIC, DIFFERENT ACADEMIC. *Journal of Education and Social Sciences*, Vol. 5, issue 2, 86-94.
- Creswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed*. New Delh: Sage Publication.

- Demir, C. (2018). Word combinations of English in academic writing. *Journal of Language and Linguistic Studies*, 14(1), 293-327.
- Dg Nursazwani binti Daud, Wardatul Akmam Din and Asmaa AlSaqqaf. (2018). Exploring The Vaw Method Of Writing Among Esl Primary Pupils. *International Journal of Applied Linguistics & English Literature*.
- Dörnyei, Z., & Ushioda, E. (2001). Teaching and researching motivation (2nd Ed.). Harlow, England: Pearson Longman
- Dr. Melor Md. Yunus & Siti Sukainah Che Mat. (2014). Writing Needs and Strategies of FELDA Primary ESL Pupils. *Journal of Education and Human Development*, 1017-1035.
- Ellis, R. (1994). The study of second language acquisition. Oxford University
- Ellis, N. C. (2015). Frequency effects in language processing. *Studies in Second Language Acquisition*, 143-188.
- Eng, T. K. (2006). Writing English Essays Within Dominant Discourses in Malaysian Schools. *School of Educational Studies*.
- Erkan & Saban. (2011). Writing Performance Relative to Writing Apprehension, Self-Efficacy in Writing, and Attitudes towards Writing: A Correlational Study in Turkish Tertiary-Level EFL. *Asian EFL Journal*. Volume 13, Issue 1, 164-189
- Faridatul Mastura Mohamed Khatiba & Nooreiny Maarofb. (2015). Self-efficacy perception of oral communication ability among English as a Second Language (ESL) Technical Students. *Procedia - Social and Behavioral Sciences* 204 , 98-104.
- Fan, M. F. (2016). The Effects of Panning Conditions on Chinese Primary School ESL Pupils` Narative Essay. 1-161..
- Firmansyah, A. (2015). The Influence of Mind Mapping Technique and Students' Attitude toward Students' Ability in Writing a Recount Text of the Eighth Grade Students of State Junior High School 45 Palembang.
- Floris M.Van Blankenstein and Nadira Saab. (2019). How Do Self Efficacy Beliefs for Academic Writing and Collaboration Intrinsic Motivation for Academic Writing and Research Develop during and Undergraduate Research Project? *Educational Studies*, 210-225.

- Gardner, R. C. (1995). Expanding the Motivation Construct in Language Learning. *The Modern Language Journal*, 506-518.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socioeducational model*. New York, NY: Peter Lang Publishing.
- Gardner, R. C. (2012). Integrative motivation and global language (English) acquisition in Poland. *Studies in Second Language Learning and Teaching*, (II-2), 215-226., London, Canada: The University of Western Ontario
- Gilakjani, A. P. (2012). A Study on the Role of Motivation in Foreign Language Learning and Teaching. *Modern Education and Computer Science*, 9-16.
- Gocer, A. (2010). Writing education in Turkish instruction. *The Journal of International Social Research*, 178-195.
- Green, M., & Piel, J. A. (2009). Theories of human development. *A comparative approach*.
- Hamdan-Mansour, Hamaideh, Azzeghaiby, Hanouneh, & Aboshaiqah. (2015). Psychosocial Correlates of Motivation for Academic Accomplishment among University Students. *Open Journal of Medical Psychology*, 1-8.
- Harun, H. (2020). Errors in Writing Made by Malaysian Rural Primary School Pupils. *Studies in English Language and Education*, 438-456.
- Hashemnejad, F. (2014). The Relationship between Self-efficacy and Writing Performance Across Genders. *Theory and Practice in Language Studies*, Vol. 4., 1045-1052.
- Hazita, A. (2016). Implementation and Challenges of English Language Education Reform in Malaysian Primary School. *The-Southeast-Asian-Journal-of-English-Language-Studies*, 65-78.
- Heinitz, S. M. (2012). The Effect of Using an Authentic Writing Task on Students' Attitudes toward Writing. *AUTHENTIC WRITING AND ATTITUDE*, 1-47.

- Hyland, J. L. (2016). Enhancing students' engagement and motivation in Writing: The case of Primary Students in Hong Kong. *Journal of Second Language Writing*, 220-237.
- Ibnian, S. S. (2017). Writing Difficulties Encountered by Jordanian EFL Learners. *Asian Journal of Humanities and Social Studies*, 197-206.
- Icek Ajzen & Martin Fishbein. (1977). Attitude-Behavior Relations: A Theoretical Analysis and Review of Empirical Research. *Psychological Bulletin*, 888-918.
- Imy Tracy Madut and Melor Mohamad Yunus. (2016). An Innovative Tool in Promoting Creative Writing among Rural Primary School ESL Learners. *International Conference on Education*, 425-431.
- Increasing Student Intrinsic Motivation And Self-Efficacy Through Gamification Pedagogy. (2014). *Contemporary Issues In Education Research*, 291-298.
- Islam, H. (2014). Motivation and Attitudes towards Learning English among Undergraduates in National University of Malaysia (UKM). *International Journal of English and Education*, 209-227.
- Ismail, N. (2012). An Analysis of ESL Students' Attitude and Interest Towards Learning to Write Essays Using Selected Online Writing Links and Resources. *International Journal of Knowledge, Culture & Change Managemen*, 187-198.
- Ilyana Jalaluddin, Hamidah Yamat B, And Melor Md Yunus. (2013). ESL Writing Self-Efficacy: Contribution to ESL Writing Skills Development. *IOSR Journal of Research & Method in Education*, 34-47
- Jain, R. (2014). Global Englishes, Translinguistic Identities, and Translingual Practices in a Community College ESL Classroom: A Practitioner Researcher Reports. *Tesol Journal*, 490-522.
- Jalaluddin, I. (2011). Improving Malaysian rural learners' writing skill: A case study . *Procedia Social and Behavioral Sciences* , 1845–1851.
- Jones, Reutzell & Fargo. (2010). Comparing Two Methods of Writing Instruction: Effects on Kindergarten Students' Reading Skills. *The-Journal-of-Educational-Research*.

- Kadhim, B. H. (2019). The Effect of PAPSA Model on Iraqi EFL University Students' Writing Performance and Attitude. *International Journal of English Language*, 582-610.
- Kaur, G. (2014). Use Of Process Writing To Enhance Writing Abilities Among Year 5 Pupils. 1-74.
- Kee Li & Abu Bakar. (2019). Idea Sharing: Process-Based Approach to Writing in Malaysian English Education. *PASAA*, 320-339.
- Khan, I. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. . *Educational Research*, 1248-1257.
- Kitikanan, P. (2017). The Effects of L2 Experience and Vowel Context on the Perceptual Assimilation of English Fricatives by L2 Thai Learners. *English Language Teaching; Vol. 10, No. 12*, 72-82.
- Kumar, R. (2019). *Research Methodology, Step by Step Guide for Beginners*. New Delhi: Sage Publications.
- Lei, S. A. (2010). Intrinsic and extrinsic motivation: evaluating benefits and drawbacks from college instructors' perspectives. *Journal of Instructional Psychology*.
- Lepper, Corpus and Iyengar . (2005). Intrinsic and Extrinsic Motivational Orientations in the Classroom:Age Differences and Academic Correlates. *Journal of Educational Psychology*, 184-196.
- Lim Kok Len, Melor Md Yunus & Mohmed Amin. (2017). Build Me Up: Overcoming Writing Problems Among Pupils In A Rural Primary School In Belaga, Sarawak, Malaysi. *Jurnal Pendidikan Humanairo*.
- Lim Ying Xuan, Abu Bakar Razali & Arshad Abd. Samad. (2018). Self-Directed Learning Readiness (SDLR) Among Foundation Students From High and Low Proficiency Levels To Learn English Language. *Malaysian Journal of Learning and Instruction*, 55-81.
- Maghsoudi, M., & Haririan, J. (2013). he impact of brainstorming strategies Iranian EFL learners writing skill regarding their social class status. *Journal of language and linguistics*,, 60-67.

- Mahadi, T. S. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*, 230-235.
- Malini Ganapathy and Gooi Chiew Ying. (2016). Attitude and Motivation Students Towards Learning English as Second Language in A Secondary School in Penang. *Malaysian Journal of Languages and Linguistics Vol.5 (2) 2016*, 39-55.
- Malaysian Ministry of Education (2013). Malaysia Education Blueprint 2013-2025. Putrajaya: MOE.
- Mariadass and Kashef. (2012). Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level . *Journal of Studies in Education* , 130-143.
- Maria Salih & Mohammed Y.M. Ma. (2016). Students' motivation toward science learning in secondary schools in Oman and Malaysia: A comparative study. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 16-24.
- Martinez, C. T., Kock, K., & Cass, J. (2011). Pain and pleasure in short essay writing: Factors predicting university students' writing anxiety and writing self-efficacy. *Journal of Adolescent & Adult Literacy*, 351-360.
- McCarthy, G. (2006). Brain Systems Mediating Cognitive Interference by Emotional Distraction. *The Journal of Neuroscience*, 2072–2079.
- Melor Md. Yunus and Abdullah. N.K.R. (2011). Motivation and Attitudes for Learning English Among Year Six Students in Primary Rural School. *Procedia Social and Behavioural Sciences*, 2631–2636.
- Mimi Estonella Mastan & Nooreiny Maarof . (2014). ESL learners' self-efficacy beliefs and strategy use in expository writing. *Procedia - Social and Behavioral Sciences 116*, 2360 – 2363.
- Mohamad Azrien Mohamed Adnan & Zamri Ghazali. (2011). Teachers' attitude towards the Use of First Language in Arabic Classroom. *Journal of Arts, Science & Commerce*, 22-32.

- Mohamed, D. W. (2017). Self-Efficacy and Academic Performance of Secondary Schools Students in Perak: An Exploratory Outlook . *International Journal of Academic Research in Progressive Education and Development*, 41-55.
- Morrison. (2012). *Research Methods in Education*. Oxford, UK: Rout ledge Publishers
- Musa, Koo Yew Lie, Hazita Azman. (2012). Exploring English Language Learning and Teaching in Malaysia. *Journal of Language Studies*, 35-51
- Mukhtar, N. A. (2014). Using Process Approach in Teaching Guided Essay Writing for Year 6 Pupils.
- Muneera Muftah & Shameem Rafik-Galea. (2013). Language Learning Motivation among Malaysian Pre-University. *English Language Teaching; Vol. 6, No. 3*, 93-103.
- Mutiaturun Nasihah and Bambang Yudi Cahyono. (2017). Language Learning Strategies, Motivation, and Writing Achievement of Indonesian EFL Students. *Arab World English Journal (AWEJ) Volume.8 Number.1 March, 2017*, 250-263.
- Napolitano, D. (2018). Writing Progress Using Self-Regulated Writing Support. *Journal of Writing Analytics Vol. 2*, 285-313.
- Noor Ahnis Othman. (2019). Afghanistan Students' Motivational Dispositions in Learning English As A Foreign Language in Malaysia. *European Journal of Education Studies*, 126-143.
- Normazidah Che Musa, Koo, Y.L. & Hazita Azman. (2012). Exploring English Language learning and teaching in Malaysia. *GEMA Online Journal of Language Studies*, 35-51.
- Palpanadan, S. @. (2015). Role of Model Essays in Developing Students Writing Skills in Malaysian Schools:. *Mediterranean Journal of Social Sciences*.
- Pajares. (2003). Self-Efficacy Beliefs, Motivations And Achievement in Writing. A Review of the Literature. *Reading & Writing Quarterly*, 139-158.
- Parilah M. Shah, Wan Hamiah Wan Mahmud & Rosseni Din,. (2011). Self-Efficacy in the Writing of Malaysian ESL Learners. *World Applied Sciences Journal 15 (Innovation and Pedagogy for Lifelong Learning)*, 8-11.

- Pek, L. S. (2015). Selfie: Engaging Life Experiences into Writing. *Malaysian Journal of Distance Education* 17(2), 51–66 (2015), 52-66.
- Prat Sala & Paul Redford. (2012). Writing essays: does self-efficacy matter? The relationship between self-efficacy in reading and in writing and undergraduate students' performance in essay writing. *An International Journal of Experimental Educational Psychology*.
- Ramalu, S. S. (2010). Form 4 Students Attitude Towards Learning English: A Survey in Secondary School.
- Raofi, S. (2012). Self-efficacy in Second/Foreign Language Learning Contexts. *English Language Teaching; Vol. 5*, 60-74.
- Rashid, S. M. (2016). The Impact of Writing Anxiety, Writing Achievement Motivation, and Writing Self-Efficacy on Writing Performance:. *Sage Journal*.
- Razali, Z. &. (2019). Malaysian Rural Secondary School Students' Attitudes towards Learning English as a Second Language. *International Journal of Instruction*, 1141-1156.
- Richard M. Ryan and Edward L. Deci. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 54-67.
- S, S. H. (2019). Increasing Students' Motivation On Learning Writing Skills Through Inquiry Approach. *Increasing Students' Motivation*, 31-41.
- Saadiah Darus and Khor Hei Ching. (2009). Common Errors in Written English Essays of Form One Chinese Students. *European Journal of Social Sciences – Volume 10, Number 2 (2009)* , 242-253.
- Saharuddin, N. N. (2019). Non-optionist English Language Teachers Attitude in Uisng the First language in English Language Classroom.
- Samuel, R. J., & Bakar, Z. A. (2006). (2006). The utilization and integration of ICT tools in promoting English language teaching and learning. *International Journal of Education and Development Using Information and Communication Technology*, 2, 4-14.

- Sanad, H. A.-S. (2016). Promoting EFL Reading Comprehension Skills among Secondary School Students through a Collocation –Based Program . *Promoting EFL Reading Comprehension Skills among*, 431-482.
- Schreglmann, S. (2018). Developing Academic Motivation Scale for Learning Information Technology (AMSLIT): A Study of Validity and Reliability . *Journal of Education and Learning*.
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). . Motivation in education. *Theory, research, and applications (Vol. 3rd)*.
- Setyowati & Sukmawan. (2018). Writing for Comprehension in Prose Fiction Analysis: The Students' Voices. *Arab World English Journal (AWEJ) Volume 9*, 134- 145.
- Shammodin, N. (2018). English Writing Motivational Orientation And Apprehension Among Urban And Rural Malaysian School Students. 1-92.
- Shin, J. K., & Crandall, J. A. (2014). (2013). Teaching young learners English. *From theory to practice*.
- Singh, H. K. (2014). Attitudes Towards English Language Learning And Language Use Among Secondary School Students.
- Sivagnanam, S. (2020). Utilizing Social Media in Vocabulary Enhancement among Primary ESL Learners. *Universal Journal of Educational Research* , 490-498.
- Sugiyono. (2010). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R &D. Alfabeta, Bandung. 215.
- Sutanapong, C. (2015). Descriptive and Inferential Statistics. *International Journal of Research & Methodology in Social Science*, 22-35.
- Tan, T. G. (2017). Analyzing the Relationship between L2 Motivational Self System and Achievement in Mandarin . *International Academic Research Journal of Social Science 3(1)* , 104-108.
- Taie and Afshari . (2015). A Critical Review on the Socio-educational. *Theory and Practice in Language Studies*.
- Wong, M. S.-L. (2013). Pedagogical Preferences Of Pre-Service Teachers. *Jurnal Penyelidikan IPG KBL, Jilid 11*, 1-14.

- Yildiz, M., & Kaman, S. . (2016). Analyzing the reading and writing attitudes of the elementary school students. *Turkish Journal of Social Research*, 507-522.
- Yousef Tahaineh & Hana Daana. (2013). Jordanian Undergraduates' Motivations and. *International Review of Social Sciences and Humanities*, 159-180 .
- Youssef. (2012). Stress alters personal moral decision making. *Psychoneuroendocrinology*, 491-498.
- Zimbardo, P. G., & Leippe, M. R. (n.d.). The psychology of attitude change and social influence. *Mcgraw-Hill Book Company*.
- Zulfiqar Ali & Bala Bhaskar. (2016). Basic statistical tools in research and data analysis. *Indian Journal Anaesthesia*.